

Annual IE Report 2015-2016 Mission State University

SEPTEMBER 10

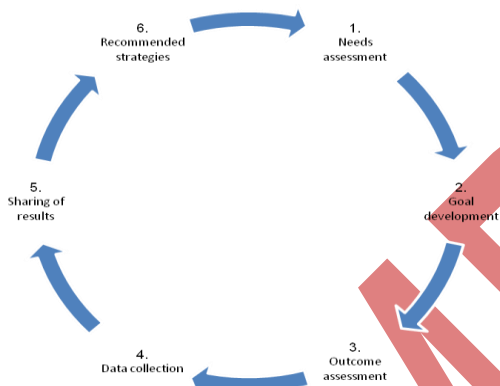
PROBE CONSULTING, L.L.C.
Higher Education Services



Academic & Student Support Planning Process

The processes for Program/Unit planning and institutional effectiveness include an evaluation by academic departments and support unit staff persons driven by identified goals and missions. Figure 1 below provides a graphical representation of the cyclical planning and evaluation process.

Figure 1. Annual Evaluation Cycle



In the **NEEDS ASSESSMENT** phase, each academic program and student support unit reviews the extent to which it is accomplishing its mission and develops preliminary plan for the upcoming year based on the action items identified in the previous year. There is also a review of the budget implications for any proposed change.

In the **GOAL DEVELOPMENT** phase, each academic program and student support unit finalizes its vision, goals and goal indicators for upcoming year with assistance from the Institutional Effectiveness and Institutional Research Offices. During this phase, student learning outcomes and unit engagement outcomes are refined.

In the **OUTCOME ASSESSMENT** phase, assessments procedures are determined and the implementation period begins. A description of the methods and procedures are provided during this phase.

In the **DATA COLLECTION** phase, evidenced is gathered in order to evaluate the stated goals.

In the **SHARING OF RESULTS** phase, preliminary evaluations of stated goals are executed. Determinations are made regarding the targets-- were they achieved or not achieved.

In the **RECOMMENDED STRATEGIES** PHASE, IE Reports are finalized and action items are developed for the upcoming year.

The Planning Process

The processes of developing goals for program planning and institutional effectiveness include an evaluation of program and student learning outcomes by academic programs, an example of which are the Institutional Effectiveness Reports contained in this document. The same process is carried out by student support units. In all cases the process is data driven and focused on the University's mission. The University Mission Statement serves as the main reference point for goal development. Each academic program and student support unit carries out an in-depth evaluation of its success in meeting program/unit goals. Plans for modifications and/or changes in the program or

unit goals and mission are made based upon an semi-annual and annual evaluation.

Figure 2. The process in student support office

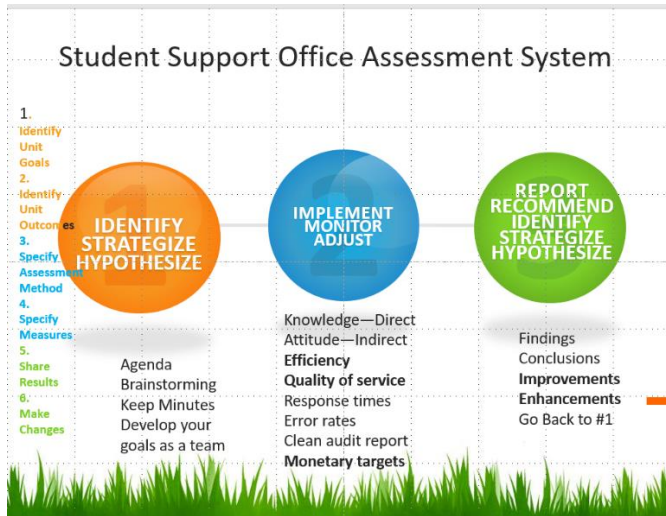
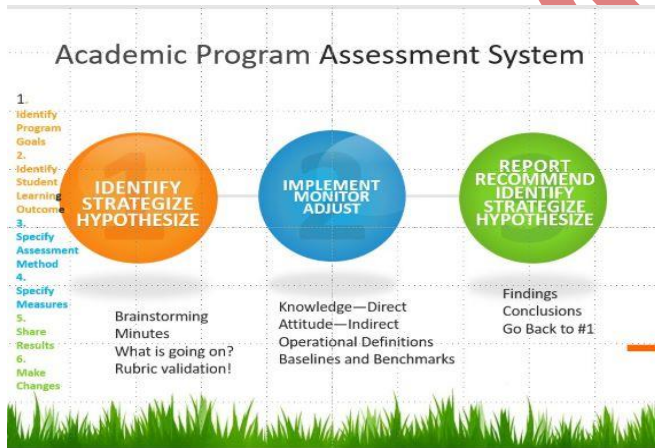


Figure 3. The process in academic program



IE Coordinator List--Academic

Program	Coordinator	Phone	E-mail
Biology			
Business			
Chemistry			
Early Education			
BK Education			

To assist with synchronization with the IE/IR Office and to assist external and internal reviewers, a current list of IE Coordinators is always included with the annual report.

IE Coordinator List—Student Support

Unit	Coordinator	Phone	E-mail
Admissions			
Business Office			
Registrar Office			
Campus Security			
Information Technology			

It is very important to give equal coverage to Student Support and administrative offices. The neglect of these units has caused significant problems for institutions.

Examples of Modifications and Improvements—PLANS

[Targets are set in this section based on benchmarks]

The Biology Department

BS/BA Program

To address concerns identified in the evaluation of data from the 2015-2016 academic year, the BS/BA Program in Biology developed the following action plan to be implemented during the 2016-2017 academic year.

SLO 1.0: BS/BA Biology students will identify...[We identify targets in benchmarks in these statements]

SLO 2.0: BS/BA Biology students will demonstrate...[We identify targets in benchmarks in these statements]

PREMED Program

To address concerns identified in the evaluation of data from the 2015-2016 academic year, the Pre-Med Program in Biology developed the following action plan to be implemented during the 2016-2017 academic year.

SLO 1.0: Pre-Med Biology students will identify...[We identify targets in benchmarks in these statements]

SLO 2.0: Pre-Med Biology students will demonstrate...[We identify targets in benchmarks in these statements]

The Business Department

Business (BBA) Program

To address concerns identified in the evaluation of data from the 2015-2016 academic year, the Business (BBA) Program developed the following action plan to be implemented during the 2016-2017 academic year.

SLO 1.0: BBA Business students will demonstrate proficiency...[We identify targets in benchmarks in these statements]

SLO 2.0: BBA Business students will identify...[We identify targets in benchmarks in these statements]

et cetera
et cetera

In the proceeding section, each academic program described plans for the upcoming year based on performance during the previous academic year. The next section is the report of outcomes from the current academic year.

SAMPLE

Institutional Effectiveness Report

Academic Year 2016-2017

The Biology Program

Contact: Dr. Robert B. Bob, Jr.

Section	Description
Program Mission Statement	The Mission of the Biology Program is to...
Program Learning Outcomes (PLOs)	The Biology Program prepares students that: 1. 2. 3. 4. 5.
Executive Summary of Report	In AY 2016-2017, the achievement of our senior biology majors on concept knowledge and critical thinking skills was assessed... Achievement in these areas met or exceeded our expectations ($\geq 80\%$)...Based on the findings the Biology Program will implement the following changes for 2017-2018: 1. 2.
Student Learning Outcomes	SLO 1.0: Biology majors would identify... SLO 2.0: Biology majors would demonstrate...
Assessment Methods	SLO 1.0: Biology majors would identify...at the Proficient Level as measured by _____ rubric SLO 2.0: Biology majors would demonstrate... at the Proficient Level as measured by _____ presentation rubric
Assessment Results	SLO 1.0: Biology majors identified _____ at a Proficient Level on the _____ rubric. The target was achieved for this learning outcome. SLO 2.0: Biology majors did not demonstrate..._____ at a Proficient Level on the _____ presentation rubric. The target was not achieved for this learning outcome.
Action Items	Since the target was achieved for SLO 1.0, the program will raise the target by 15% in AY 2017-2018. Since the target was not achieved to SLO 2.0, the program will implement the following changes in 2017-2018 to improve student presentation skills: 1. 2. 3.

et cetera
et cetera

In closing

This is a sample report only. Depending on the size of your institution, this report can run between 75 and 150 Pages, with charts and supporting documentation.

The final report is produced from a web portal. IE Coordinators upload narratives and documentation into the portal and then the final report is developed, campus-wide.

Use [this link](#) to review a sample of our IE Report Portal.

We also use a mid-year [interim report portal](#).

SAMPLE